

NEW FOREST SCHOOL

New Forest School Curriculum Policy

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1. Curriculum Intent

Our is designed:

- To have a broad, balanced, and holistic curriculum which provides a range of academic and vocational pathways (with recognised qualifications) to further education, training and employment whilst also providing therapeutic and pastoral support to enable them to develop as an individual.
- To have a curriculum which provides academic challenge based on the student's prior educational experience and starting point on entry to our school.
- To have a curriculum which engages our students, makes learning enjoyable and is flexible enough to respond to the need for change and provide individualised programmes where required.
- To help students acquire knowledge, skills, and practical abilities, including those of problem solving, teamwork and decision making whilst developing resilience to overcome hurdles, cope with setbacks and the self-confidence to try new things and learn from their mistakes.
- To help students understand the world in which they live.
- To foster the skills and understanding needed for the students to take their place successfully in modern British society.
- To understand and respect social, moral, spiritual, and cultural themes.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The Director of Education/Governing Board

The Director of Education/Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- The school is teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the. Curriculum.

- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Our Key Stage Two Curriculum follows the National Curriculum using a thematic based model.

Subjects including English, Maths, Science, P.E, PSHE, technology (computing), Growth Mindset, are taught throughout the year, linked wherever appropriately with other curriculum subjects and wider learning experiences.

Other subjects such as Music, Spanish, and visits to our school farm are taught for three half terms spread across the academic year. This allows for more continuous learning and increased space for pupils to engage in high-quality enquiries and creative outcomes.

The curriculum for each subject has been developed using the National Curriculum as its foundation. We aim to give children the opportunity to explore, be creative and enquire as part of their learning and to use the knowledge and skills they develop in a variety of contexts and concepts making links where they can.

Our Key Stage three and Four Curriculum is broad and balanced and follows the National Curriculum.

We operate a weekly timetable with 30 taught lessons of 45 minutes (six lessons per day).

Each day starts with a 15 minute tutor period which provides opportunities for literacy and numeracy interventions, DEER Time (Drop Everything and Enjoy reading) and planned tutor activities. Each day finishes with a timetabled Reflection Session which allows for Tutors/TA's and students to reflect on the learning and behaviour throughout the day.

At Key Stage Three, curriculum weighting provides core subjects with additional curriculum time as follows:

English x 4

Maths x 4

Science x 3

whilst the remainder of the subjects receive two discrete lessons per week.

Subject planning consists of long-term plans breaking down the sequence of topics by Year group and Term. Detailed medium-term planning expands on these long-term plans to provide details of the content delivered.

All subjects provide opportunities for nationally recognised qualifications offered at a range of levels to suit the differing needs of our SEN cohort.

RSE is delivered primarily through our PSHE curriculum, whilst Careers Guidance is provided within PSHE and via an independent Career Advisor.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

The Directors and Governing Board monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governing Board Meetings
- Headteacher reports
- Yearly Exam Results breakdowns
- School visits including Learning Walks
- Access to curriculum planning documentation

The Senior Leaders monitor the way subjects are taught throughout the school by:

- Learning Walks
- Planning Scrutiny
- Book Scrutiny
- Teacher Meetings
- Deep Dive Subject Meetings
- Supervisions

This policy will be reviewed every annually by the Heads of School, Headteacher and Director of Education. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives